

NEW PUBLICATIONS.

DEVELOPING THE YOUNG IDEA.

A STUDY OF A CHILD. By Louise E. Hogan. Illustrated with over 100 Original Drawings by the Child. Octavo, pp. 282. Harper & Brothers.

THE STUDY OF THE CHILD: A BRIEF TREATISE ON THE PSYCHOLOGY OF THE CHILD. By Dr. S. S. Bloom. Teachers, Students and Parents. By A. R. Taylor. Ph. D. Octavo, pp. 260. D. Appleton & Co.

SOME OBSERVATIONS OF A FOSTER PARENT. By John Charles Tarver. Octavo, pp. 28. The Macmillan Company.

Miss Hogan has produced precisely the kind of record for which the modern students of child psychology have been asking. They point out, with reason, that the kindergarten teacher receives the child only after it is three or four years old, and that it is highly important, in order to have a complete knowledge of the infant's life, that the study be begun earlier. This is a work of sympathy and care. Considerately, with no attempt to heighten the effect of the narrative by coloring the child's words or actions beyond their true values, Miss Hogan has observed and noted throughout the first seven years in the life of the boy Harold all the incidents of his natural and healthy mental growth.

He was a child brought up on what the author calls "the Postofessor principle of letting alone." He had no formal teaching until he was six years old, but all questions that he asked were answered carefully, and he lived in an atmosphere of intelligence and interest which was a constant source of mental suggestion. It is interesting throughout the record to watch the steady unfolding of the little nature under the wise treatment which it received. Hardness was never used toward the child, yet he had to learn the meaning of "No." A note of January 20, 1892, when he was less than two years old, says, "To-day he wanted to take the dustpan to bed with him when he took his nap. I took it away, saying 'No.' He kicked and screamed, but I took no notice of it. At last he said, 'You bad! shame!' repeated several times, then took my hand and fell asleep quietly, with only one more cry for the dustpan, following it immediately with 'You bad! shame!'"

He was an unusually reasonable child, and his direction of his own actions was often amazing. February 8, 1892, I heard him say to himself today, "It's out. I've got to leave myself." He has often heard me tell him to "try it out on my lap," when he is grieved, and he must have heard some one tell him to behave himself, and he put the two together today, when he thought he needed the admonition." The book is illustrated with a large number of drawings and cuttings made by the child, and accompanied by his explanations. An interesting feature of the is the decided bent which they show toward mechanics.

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In a work of an entirely different and far more ambitious character expounding theories and laying down principles for the guidance of those who intend to occupy themselves with this study. The author, Dr. A. R. Taylor, who is president of the Kansas State Normal School, says in his preface that his aim has been to bring the subject within the comprehension of the average teacher and parent, and that he has avoided technical terms as far as possible. The book would prove rather tiresome for the general reader, but like the other volumes of its series it has substantial value for those who are directly engaged in educational affairs. The author dwells upon the importance of observing children in every phase of their daily lives. They must be studied," he says, "in their homes, in their play, in the schoolroom, at their work, at their books, asleep, awake, alone, with their inferior and their superiors, in moments of dependency and in moments of triumph, wherever they may reveal themselves to us, and wherever we may be able to gain admittance to their real selves." He continues by indicating that these observations suffice only for the diagnosis of the case, and proceeds to give practical suggestions for the correction of defects in the child and the stimulation of its mental activities. Several chapters deal with the nature and functions of the physical senses, with their relation to the developing mind and the will and the emotions are successively discussed in much detail. In conclusion Dr. Taylor says, "The greatest direct educational force that can be brought to bear upon the child is sympathy; that sympathy which counts no sacrifice too great that may result in good to him; that sympathy which prompts an exhaustive study of his nature and of the various forces by which he may obtain the stature of the highest manhood."

Sympathy is the mother of patience and the inventor of devices. Its touch never fails, its resources never fail. If the study of the child does not quicken ardor and interest for it, you are not called to its service, either as parent or teacher. If you are not moved to give it the best of your life, your work must in a large measure be vain. The great teachers have ever been men and women of warm hearts and of unselfish devotion.

With a serious purpose and yet with many touches of humor to relieve what he fears may be dull facts Mr. John Charles Tarver, of England, has written a series of papers which throw some light upon the trials of the mighty tribe of schoolmasters. He has called his book "Some Observations of a Foster Parent." In claiming this relationship, which he has borne for the last ten years, Mr. Tarver says, "I have come to the conclusion that however amiable and whom I trust the schoolmaster may be, as a schoolmaster, he is both lovable and beloved so far as he exercises the functions of a foster parent. These functions he does exercise in England to a very considerable extent." Throughout the book runs an earnest protest against the interference which the real parents inflict upon the unfortunate instructors of their children. "It is not a fact," says the author, mournfully, "that the schoolmaster is the natural enemy of the parent, but it is a fact that no profession is by nature so disadvantageously circumstanced with reference to its employers."

The mother or father of half a dozen children is usually prepared at a moment's notice to dictate to a person who has brought up several hundred children, and even to rush into print with brand new theories of education. Alas! in private and public, the ordinary citizen habitually tells the teacher his business, because we all know just enough of teaching not to know that we know nothing about it all."

The book has many diverting chapters upon the art of teaching and upon the value of certain studies toward the development of the boyish mind. Concerning languages, the author makes this statement: "The acquisition of a language is educationally of no importance; what is important is the process of acquiring it." He defends strongly an early study of Latin, on the ground of the mental training which it affords, but recommends that Greek, if taken up at all, should be deferred until the boy is at least sixteen. He also disapproves the special study of history until about the same time, because it "cannot be properly approached by an untrained mind." In connection with this he says, "Nothing can be duller than the ordinary historical textbook of to-day, unless it be the geographical textbook. Information offered in such a form cannot be otherwise than distasteful and incapable of assimilation. Nor do I see any other way of arranging these books as long as there are people who believe that long lists of facts can be assimilated with profit. Let a boy wait for history till he can read such a book as *Bede's Expansion of England*."

While it is true that most in this book relates solely to English educational affairs, there is yet enough general treatment of school topics to make it of interest to all parents and "foster parents."

SUSPENDED FROM THE STOCK EXCHANGE.

TWO MEMBERS FOUND GUILTY OF MARITIME FELONIES. SALES ON THE FLOOR.

DETECTIVE SERGEANT BELLY, of the Central Office, in the Centre Street Police Court, yesterday a well-dressed young man, who said he was Charles Morrissey of Philadelphia. He had surrendered himself to Captain Mccluskey of the Detective Bureau, saying that he had stolen \$300 from his employer, Philadelphia, and had come to New York. When he had sent the money his employer had given him a receipt, and he had determined to go back to Philadelphia and seek his punishment. He asked Captain Mccluskey to send him back. The captain held him yesterday to await the result of an investigation of his case.

REPORTED STOCK TRANSFER.

It is reported that R. T. Wilson's holdings of Nasco, of No. 9 Broadway, and Edwin W. Orvis, of Orvis Bros. & Co., No. 44 Broadway, were yesterday found guilty by the Governing Committee of having made on the floor of the Exchange fictitious sales of stock of the Eastern Elevator Company of Buffalo, and were suspended. Nasco comes for twelve months, the extreme penalty, and Orvis for one month. These penalties being imposed under Article 22, Section 4, of the Exchange's constitution. The transactions complained of occurred in the summer months. The stock of the elevator company, amounting to \$300,000, was placed on the regular list of the Exchange on March 1 of this year, and was struck from that list about the middle of October. The company, according to the latest information obtained, has sold its stock to the Buffalo River waterfront a receiving and storage warehouse with a capacity of 1,000,000 bushels and a maximum receiv-

ing capacity of 4,000 bushels an hour. The property is valued at \$200,000. The officers are given as: President, Lorin L. Lewis; vice-president, Horace Reed; secretary and treasurer, William T. Northrup.

Orvis has been a member of the Exchange since May 8, 1889, and Mr. Orvis was admitted to membership on August 22, 1889.

WORK OF THE DINGLEY LAW.

FULFILLING EXPECTATIONS AS A REVENEUE-PRODUCER.

IT IS SUPPLYING A LITTLE MORE THAN THE ALLOTTED PROPORTION OF HALF THE GOVERNMENT'S NORMAL EXPENDITURES.

BY TELEGRAPH TO THE TRIBUNE.]

Washington, Nov. 23.—The present discussion as to the revenue-producing qualities of the present tariff law lends especial interest to a series of tables just issued by the Treasury Bureau of Statistics showing the receipts from various sources by months for a long term of years. An examination of these figures shows that the customs receipts of the Treasury Department now amount to one-half of the ordinary expenditures of the Government, which is about the usual proportion allotted to that branch of the revenue-producing service. The ordinary expenditures of the Government, aside from those of the Postoffice Department, which is practically self-sustaining, are usually calculated at about \$100,000,000 a day, and averaged from 1887 to 1897 \$60,000,000 a year, and at about the same rate in 1898, omitting the Pacific Railroad and extraordinary war expenditures. The general plans of those charged with the duty of providing the revenues for the Government have contemplated the production of one-half of the necessary expenditures from customs and the remaining half from internal revenue and miscellaneous sources or, in other words, \$60,000,000 a day from customs and \$60,000 a day from internal revenue and miscellaneous.

It is interesting, therefore, to examine the detailed figures of the receipts of the Government for the time in which the present Customs law has operated under normal conditions, and to determine whether it is normalizing its assigned proportion—one-half—of the normal expenditures. The daily statement of receipts and expenditures shows that on November 17, the 140th day of the present fiscal year, the customs receipts had in these 110 days amounted to \$72,360,429. Of this sum a little over \$60,000,000 came from the Pacific Coast, and \$12,000,000, so that fully \$72,000,000 of the \$72,360,429 received in these 140 days is the legitimate normal revenue from the rates levied by the present law in July, 1897, or little more than the promised rate of \$60,000,000 a day from customs under that act.

The receipts from customs in the last ten years have averaged \$16,390,000 per month. This year's term is likely to be a good one for tariff laws, and it is therefore interesting to compare the operations of the new law in its various stages with this general average in the years before which it includes.

It was not expected that the new law would bring in its first few months operate normally in its production of customs revenue owing to the excessive importations just before its enactment.

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